

SUNSPROUTS EN ESPAÑOL BERRY GUIDED READING CLASSROOM PACKAGE

ETA/Cuisenaire

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ISBN - 5500504005

Edition - N/A

Grade Level	P2 - 1st Grade
Readability Level	N/A
Course / Content	Reading
List Price:	289.95
Wholesale Price	289.94999999999999

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content	Sunsprouts« en español provides Spanish-speaking students with successful reading experiences for that will serve as a starting point for further literacy learning. Featuring fiction and nonfiction adaptations in students' first language, the books contain natural language patterns, rhyme, repetition, and strong picture-text match to support beginning readers. Ten titles in each of the seven levels appropriate for K through grade 2, introduce readers to a range of text types, literary styles, and genres as they learn skills and strategies for reading and writing. Building on familiar stories, topics, and reoccurring characters, students are engaged in activities that target phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.		
Student Experiences	With Sunsprouts« en español, students will encounter developmentally appropriate texts that provide solid primary language support for English learning environments. Illustrations and strong storylines add to students' experience with different types of text.		
Assessment	Each Sunsprouts« en español title includes all student-directed questions and instructions in Spanish, guided reading lesson plans for every title, and two blackline masters for skill reinforcement that can be used as informal assessment or anecdotal records. A record of oral reading and built-in ideas for informal assessment help the teacher quickly and conveniently evaluate children's reading strategies. Skills and strategies focus on phonemic awareness, phonics, and vocabulary instruction. These activities provide opportunities for informal assessments and self-assessments.		
Organization	The easy-to-follow yet comprehensive Sunsprouts« en español Teacher's Notes provide strategic, explicit instruction to help teachers meet students' needs at all levels. The notes for each book include a leveling chart with the text type and features, a summary of the story, and specific skills and strategies that are reinforced. Comprehensive guided reading lesson plans with before, during, and after suggestions help to ensure comprehension by activating prior knowledge, introducing the text, and finally revisiting the text. Comprehension, fluency, phonemic awareness, phonics, vocabulary, and writing are all addressed with activities and/or blackline masters. Hands-on activities are also included for each title so students can manipulate letters and words relating to the story. Consistency and continuity throughout the Teacher's Notes at each grade level save teachers valuable time in planning and preparation.		
Resource Materials	Also Available: Teacher's Notes Audio Tapes	Students' books Hang-It up Storage Center	Big Books
Gratis Items to be provided and under what conditions	Purchase 5, Receive 1 FREE - Gratis Items must be of equal or lower value		
Available Ancillary Materials	See list under resource materials		

Research Data and Evidence of Effectiveness

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Research Available Not Available
None

Overall Strength and/or Weaknesses

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Recommendations: THE SPANISH VERSION IS LIKE THE ENGLISH VERSION ONLY IN SPANISH. THE LEVELS ARE COLOR CODED AS WELL! This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series fo TITLE 1. There are different levels of thios program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL clor levels, but the evaluation discusses stories and activities from various color levels.

Summary Form

- I. Technology Component Summary
Cassette tapes may be purchased for each story.
- CCLII. Reading Content Summary 2
This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with studetns, and the focus on questions and correct
- CCLIII. Writing Content Summary 2.00
This is another strong aspect of this series. At least two writing activities are suggested for each story.
- CCLIV. Grammar and Spelling Content Summary 2.00
Students may use reading Rods to manipulte letters, blends, words, and sentences! Hands on approach!
- CCLV. Listening /Speaking / Observing Content Summary 2.00
Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each othe rread the text, and observe the illustrations/photographs in their books.
- CCLVI. Inquiry Content Summary 2.00
They use their texts.
- CCLVII. Technology Content Summary
cassettes.
I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series!
- CCLVIII. A
udience: Teacher Materials Content Summary 2.00
Teacher materials are povided with many suggestions related to the stories.

Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards.

- CCLIX. Audience : Student Materials Content Summary 2.00
Student skills sheets are provided.
- CCLX. Format Content Summary 2.00
The format is strong, and very detailed to help struggling readers.
- CCLXI. Ancillary Materials Content Summary 2.00
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program!

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box besi

A question posed to the readers in the story "Hide!" asks = "Why didn't the mouse hide with any of the other animals?" The question is a higher level question because the students can not look back in the story and find the answer. The answer to this que

In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

The story "Snails and Slugs" is designed/written specifically so students are able to compare and contrast information. An activity skill sheet is designed so that students may visually see the similarities and differences as they fill in the required inf

Each teacher's resource packet comes with a phonemic Awareness skill Example: Story : "Snails and Slugs" the Phonemic Awareness skill is : Phoneme Isolation /s/, and the Phonological Awareness skill is Syllables, and phoics skill/s is s and sl blends.

High frequency words are located in the back of each student's story book. A focus on words activity is provided/suggested in each teacher's resource pamphlet. The Focus on words activity for "Snails and Slugs" is to write the words on cards, and place the

The teacher's resource pamphlet has a section Focus on Words and Vocabulary with suggested activities under each heading.

This supplemental series was designed/created to educate a student on how to become a good reader. For this to occur a student has to be able to comprehend. The teacher's pamphlet has a section titled Before Reading = this is is to assist students in build

The teacher's pamphlets have a special section titled FLUENCY where specific activities that will assist in the student's ability to read text quickly, accurately, and with proper expression. It is suggested that the teacher always read the text to model fl

A teacher's pamphlet is provided. Worksheets that work with the activities are part of the teacher's pamphlet.

There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

WRITING CONTENT

This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, the pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

See above comment. They begin the Diary on Monday and go in order to Friday!

Many of the writing activities have partial sentences and the students are to complete them.

One activity (Story: "The Night Dragon" =Cornflower level) has the choose the correct words. (Nouns)

When writing a paper where students need to explain the steps the writing prompts cue the students. Example: What steps did you follow : First: Next: Next: Next: Last.

Writing prompts cue the students in this area as well.

In this series the teacher guides instruction with questions, and students are given opportunities to respond orally and by using writing as a means of communication.

Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

GRAMMAR AND SPELLING

THE CORNFLOWER LEVEL CONTAINS SUGGESTIONS FOR THE TEACHER TO USE WITH HIS/HER STUDENTS (SHARED WRITING & INDEPENDENT WRITING)

WRITING DIALOGUE, WRITING A STORY, WRITING A RECOUNT, WRITING LABELS AND CAPTIONS ARE JUST A FEW OF THE VARIED WRITING MODELS USED IN THIS PROGRAM.

READING RODS.

THIS SERIES RELIES HEAVILY ON ASSISTANCE FROM THE TEACHER WHICH IS WHAT IS NECESSARY FOR STUDENTS STRUGGLING WITH READING AND ITS COMPONENTS: PHONICS, PHONEMIC AWARENESS, FLUENCY, VOCABULARY, AND COMPREHENSION.

READING RODS ARE AN EXCELLENT HANDS ON ACTIVITY THAT HELPS STUDENTS TO LEARN HOW TO SPELL WORDS.

SEE ABOVE COMMENTS. STUDENTS USE READING RODS TO MAKE WORDS AND CONSTRUCT SENTENCES.

LISTENING / SPEAKING / OBSERVING

THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

INQUIRY

STUDENTS REFER BACK TO THEIR TEXT FOR INFORMATION NEEDED TO WRITE A PAPER, OR ANSWER SPECIFIC QUESTIONS.

THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

ACTIVITIES ENCOMPASS THIS PROGRAM. ONE WRITING ACTIVITY ("LEAFY SEA DRAGONS" KIWI LEVEL) REQUIRES THE STUDENTS TO MAKE A POSTER ABOUT HOW TO SAVE LEAFY SEA DRAGONS. LOCATED AT THE BOTTOM OF THE PAGE ARE THE WORDS HOW YOU CAN HELP: THE STUDENTS ARE TO WRITE

SCIENCE IS A CONTENT AREA THAT IS SEEN THROUGHOUT THIS SERIES. THERE ARE BOOKS ABOUT LEAFY SEA DRAGONS, DOGS, MAKING A WORM FARM, THE FIVE SENSES, THE BAND, I CAN DRAW.....

READING RODS ARE A WONDERFUL HANDS ON WAY OF LEARNING.

THE STORY BOOKS ARE LABELED BY COLORS. FOR EXAMPLE: LEMON, PEACH, AND LILAC ARE KINDERGARTEN LEVEL WITH LEMON BEING THE LOWEST LEVEL. FIRST GRADE CONSISTS OF BERRY, KIWI, MINT, AND LIME. BERRY IS THE LOWEST FIRST GRADE SERIES AND LIME IS THE HIGHEST OF THE

QUESTIONS ARE A HUGE COMPONENT OF THIS SERIES. THE TEACHER'S PAMPHLET HAS A PAGE WITH FOUR TITLES DEALING WITH READING/QUESTIONS. THEY INCLUDE: BEFORE READING, DURING READING, AFTER READING, AND ASSESS UNDERSTANDING.

THE STORIES ARE AVAILABLE ON CASSETTE.

YES, AND THE TEACHER IS GIVEN EXPLICIT INSTRUCTION ON HOW TO BEST CONVEY THESE STRATEGIES.

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STUDENT PAGES ARE READY AND AVAILABLE. THE VOCABULARY SECTION HAS THE TEACHER WRITE THE VOCABULARY WORDS ON CARDS; IT WOULD BE EASIER IF THEY OFFERED THESE CARDS WITH THE SERIES = LAMINATED AND READY TO GO!

AUDIENCE: STUDENT MATERIALS

THIS IS A SET UP AS A GUIDED READING SERIES (IT DOES NOT HAVE TO BE USED THAT WAY) AND QUESTIONS ARE POSED TO THE STUDENTS BY THE TEACHER, AND THEY DO REFLECT DEPTHS OF KNOWLEDGE. THE ACTIVITIES ARE GREAT, AND YOU MAY FIND SPECIFIC DOCUMENTATION OF THEM I

FICTION, NON FICTION, EXPOSITORY/REPORT, PERSONAL DIARY.....

SCIENCE AND SOCIAL STUDIES CONNECTIONS ARE MADE. SEE ADIENCE-TEACHER MATERIALS FOR SPECIFIC TITLES RELATING TO THE OTHER CONTENT AREAS.

ABSOLUTELY, AT MINIMUM ARE TWO WRITING SUGGESTED ACTIVITIES FOR STUDENTS FOR EACH SELECTION. SHARED WRITING AND INDEPENDENT WRITING IS SUGGESTED.

ANIMALS ENCOMPASS A LARGE PART OF THESE STORIES. STUDENTS LOVE ANIMALS. THERE IS A WOLF AND A BEAR THAT ARE AT THE VARIOUS COLOR LEVELS. HAND PUPPETS MAY BE PURCHASED OF THESE CHARACTERS.

THE WRITING ACTIVITIES TIE IN TO THE THEME OF THE STORY.

YES, AN ACTIVITY TITLED ("FISH") FROM THE KIWI LEVEL HAS THE STUDENTS DRAW A PICTURE OF A SHARK, AND THEN COMPLETE THE SENTENCES AT THE BOTTOM OF THE PAGE. FOR

EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.
AN INTERE
YES.

FORMAT

UDIENCE: TEACHER MATERIALS: WINDOW: INCLUDE CONTENT ACCOMMODATIONS FOR STUDENTS DIVERSITY, MATURITY, ABILITIES..... YOU WILL FIND THE WAY THIS SERIES SPIRALS FOR CONTENT AND ABILITY.

THERE IS A SPECIAL SECTION IN THE TEACHER'S PAMPHLET ON VOCABULARY. IT EXPLAINS TO THE TEACHER HOW BEST TO PROVIDE INSTRUCTION ON THE VACABULARY FOR THAT PARTICULAR STORY. VOCABULARY IS LOCATED IN THE BACK OF THE STUDENT'S STORY BOOK.

YES, AND WITH THE STUDETNS WRITING THE MODELS GIVE STUDENTS A MUCH BETTER UNDERSTANDING OF WHAT IS EXPECTED. IT HELPS/MOTIVATES THEM TO GET GOING. MANY STRUGGLING READERS ARE OVERWHELMED WITH AN ASSIGNMENT, BUT WITH IT PARTIALLY STARTED THEY ARE LESS INTI

AFRICAN AMERICAN STUDENTS, ASIAN STUDENTS, AND CAUCASIAN STUDENTS ARE DEPICETED IN THE STORIES. MALE AND FEMALE PEOPLE ARE FOUND THROUGHOUT THE SERIES.

THE LAYOUT OF THE BOOKS ARE BEAUTIFUL!

THEY ARE THIN BUT CONTAIN A GLOSSY LAMINATE OVERLAY. THEY WILL MAINLY BE UED WITH SMALL GROUPS, AND THE TEACHER WILL BE CONDUCTING THE LESSON AS TO ASSURE THE STUDENTS WILL BE CAREFUL.

YES, THEY ARE INCLUDED.

ANCILLARY MATERIALS

ALL ASPECTS OF THIS SERIES COORDINATE WELL TOGETHER.

READING RODS = HANDS ON ACTIVITIES. DRAWING ACTIVITIES. THEY ARE ABLE TO CUT OUT WORDS AND GLUE THEM ON TO THE PARTS OF A SHARK.

THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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SUNSPROUTS« BERRY LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2003

ISBN - 5500204001

Edition - N/A

Grade Level	P2 - 1st Grade
Readability Level	D-E
Course / Content	Reading
List Price:	79.95
Wholesale Price	79.95000000000003

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Content	SunsproutsÖ was developed for guided reading and is carefully leveled for complexity of text. Twenty titles in each of the 12 levels appropriate for K through grade 4 introduce readers to a range of text types, literary styles, and genres as readers learn skills and strategies for reading and writing. SunsproutsÖ develops success from the start using supportive text patterns and illustrations. Building on familiar stories, topics, and reoccurring characters, students are engaged in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.
Student Experiences	SunsproutsÖ offers students fiction and nonfiction texts with developmentally appropriate number of words, high frequency words, and matching illustrations. The books then scaffold skills appropriately by using predictable language structures while increasing complexity of text. Stronger vocabulary, multisyllable, words and a greater focus on punctuation help transition students during the primary levels. By grade 4, students will have practice with chapters, subheadings, and diagrams and an increasing use of literary language.
Assessment	Each SunsproutsÖ title includes a record of oral reading and built-in ideas for informal assessment so the teacher can quickly and conveniently evaluate childrenÆs reading strategies. Skills and strategies focus on phonemic awareness, phonics, and vocabulary instruction. These activities provide opportunities for informal assessments and self-assessments.
Organization	The easy-to-follow yet comprehensive SunsproutsÖ TeacherÆs Notes provide strategic, explicit instruction to help teachers meet studentsÆ needs at all levels. The notes for each book include a leveling chart with the text type and features, a summary of the story, and specific skills and strategies that are reinforced. Comprehensive guided reading lesson plans with before, during, and after suggestions help to ensure comprehension by activating prior knowledge, introducing the text, and finally revisiting the text. Comprehension, fluency, phonemic awareness, phonics, vocabulary, and writing are all addressed with activities and/or blackline masters. Hands-on-activities are also included for each title so students can manipulate letters and words relating to the story. Consistency and continuity throughout the TeacherÆs Notes at each grade level save teachers valuable time in planning and preparation.
Resource Materials	Also Available: TeacherÆs Notes StudentsÆ books Big Books Audio Tapes Hang-It up Storage Center
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Research Data and Evidence of Effectiveness

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Research Available Not Available
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Overall Strength and/or Weaknesses

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Recommendations: This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series for TITLE 1. There are different levels of this program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL color levels, but the evaluation discusses stories and activities from various color levels.

Summary Form

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| I. | Technology Component Summary
Cassette tapes may be purchased for each story. | |
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This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
| III. | Writing Content Summary
This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
| IV. | Grammar and Spelling Content Summary
Students may use reading Rods to manipulate letters, blends, words, and sentences! Hands on approach! | 2.00 |
| V. | Listening /Speaking / Observing Content Summary
Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each other read the text, and observe the illustrations/photographs in their books. | 2.00 |
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They use their texts. | 2.00 |
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I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
| VIII. | Audience: Teacher Materials Content Summary
Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
|-----|---|------|
| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
| XI. | Ancillary Materials Content Summary
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

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A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

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There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

WRITING CONTENT

This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

See above comment. They begin the Diary on Monday and go in order to Friday!

Many of the writing activities have partial sentences and the students are to complete them.

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THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

INQUIRY

STUDENTS REFER BACK TO THEIR TEXT FOR INFORMATION NEEDED TO WRITE A PAPER, OR ANSWER SPECIFIC QUESTIONS.

THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

SEVERAL INSTRUCTIONAL STRATEGIES ARE INCORPORATED WITH THIS SERIES. TO FOSTER FLUENT READING IN STUDENTS THE TEACHER SHOULD ALWAYS READ THE STORY TO THE STUDENTS AS IS SUGGESTED. THIS IS SO THE STUDENTS HEAR THE STORY MODELED CORRECTLY. VARIOUS WRITING MODELS

THE ASSESSMENT IS RECORD OF ORAL READING.

YES, GUIDED READING IS A LARGE COMPONENT OF THIS SERIES.

SCIENCE IS A CONTENT AREA THAT IS SEEN THROUGHOUT THIS SERIES. THERE ARE BOOKS ABOUT LEAFY SEA DRAGONS, DOGS, MAKING A WORM FARM, THE FIVE SENSES, THE BAND, I CAN DRAW.....

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THE STORIES ARE AVAILABLE ON CASSETTE.

YES, AND THE TEACHER IS GIVEN EXPLICIT INSTRUCTION ON HOW TO BEST CONVEY THESE STRATEGIES.

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STUDENT PAGES ARE READY AND AVAILABLE. THE VOCABULARY SECTION HAS THE TEACHER WRITE THE VOCABULARY WORDS ON CARDS; IT WOULD BE EASIER IF THEY OFFERED THESE CARDS WITH THE SERIES = LAMINATED AND READY TO GO!

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EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

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ALL ASPECTS OF THIS SERIES COORDINATE WELL TOGETHER.

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THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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Research Data and Evidence of Effectiveness

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Research Available Not Available
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Cassette tapes may be purchased for each story. | |
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This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
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This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
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Students may use reading Rods to manipulate letters, blends, words, and sentences! Hands on approach! | 2.00 |
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Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each other read the text, and observe the illustrations/photographs in their books. | 2.00 |
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They use their texts. | 2.00 |
| VII. | Technology Content Summary
cassettes.
I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
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Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
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Student skills sheets are provided.

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READING CONTENT

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In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

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FICTION, NONFICTION, RHYMING.

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Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

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SUNSPROUTS« CORNFLOWER LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2004

ISBN - 5500220001

Edition - N/A

Grade Level P4 - 3rd Grade

Readability Level K-M

Course / Content Reading

List Price: 79.95

Wholesale Price 79.95000000000003

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Content	SunsproutsÕ was developed for guided reading and is carefully leveled for complexity of text. Twenty titles in each of the 12 levels appropriate for K through grade 4 introduce readers to a range of text types, literary styles, and genres as readers learn skills and strategies for reading and writing. SunsproutsÕ develops success from the start using supportive text patterns and illustrations. Building on familiar stories, topics, and reoccurring characters, students are engaged in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.		
Student Experiences	SunsproutsÕ offers students fiction and nonfiction texts with developmentally appropriate number of words, high frequency words, and matching illustrations. The books then scaffold skills appropriately by using predictable language structures while increasing complexity of text. Stronger vocabulary, multisyllable, words and a greater focus on punctuation help transition students during the primary levels. By grade 4, students will have practice with chapters, subheadings, and diagrams and an increasing use of literary language.		
Assessment	Each SunsproutsÕ title includes a record of oral reading and built-in ideas for informal assessment so the teacher can quickly and conveniently evaluate childrenÆs reading strategies. Skills and strategies focus on phonemic awareness, phonics, and vocabulary instruction. These activities provide opportunities for informal assessments and self-assessments.		
Organization	The easy-to-follow yet comprehensive SunsproutsÕ TeacherÆs Notes provide strategic, explicit instruction to help teachers meet studentsÆ needs at all levels. The notes for each book include a leveling chart with the text type and features, a summary of the story, and specific skills and strategies that are reinforced. Comprehensive guided reading lesson plans with before, during, and after suggestions help to ensure comprehension by activating prior knowledge, introducing the text, and finally revisiting the text. Comprehension, fluency, phonemic awareness, phonics, vocabulary, and writing are all addressed with activities and/or blackline masters. Hands-on-activities are also included for each title so students can manipulate letters and words relating to the story. Consistency and continuity throughout the TeacherÆs Notes at each grade level save teachers valuable time in planning and preparation.		
Resource Materials	Also Available: TeacherÆs Notes Audio Tapes	StudentsÆ books Hang-It up Storage Center	Big Books
Gratis Items to be provided and under what conditions	Purchase Any 5, Receive 1 FREE - Gratis Items must be of equal or lower value		
Available Ancillary Materials	See list under resource materials		

Research Data and Evidence of Effectiveness

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ANCILLARY MATERIALS

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READING RODS = HANDS ON ACTIVITIES. DRAWING ACTIVITIES. THEY ARE ABLE TO CUT OUT WORDS AND GLUE THEM ON TO THE PARTS OF A SHARK.

THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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SUNSPROUTS« CUCUMBER LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

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ISBN - 5500212001

Edition - N/A

Grade Level P2 - 1st Grade P3 - 2nd Grade

Readability Level G-I

Course / Content Reading

List Price: 79.95

Wholesale Price 79.95000000000003

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

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Student Experiences	SunsproutsÖ offers students fiction and nonfiction texts with developmentally appropriate number of words, high frequency words, and matching illustrations. The books then scaffold skills appropriately by using predictable language structures while increasing complexity of text. Stronger vocabulary, multisyllable, words and a greater focus on punctuation help transition students during the primary levels. By grade 4, students will have practice with chapters, subheadings, and diagrams and an increasing use of literary language.		
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Gratis Items to be provided and under what conditions	Purchase Any 5, Receive 1 FREE - Gratis Items must be of equal or lower value		
Available Ancillary Materials	See list under resource materials		

Research Data and Evidence of Effectiveness

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Research Available Not Available
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Overall Strength and/or Weaknesses

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Recommendations: This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series for TITLE 1. There are different levels of this program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL color levels, but the evaluation discusses stories and activities from various color levels.

Summary Form

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| I. | Technology Component Summary
Cassette tapes may be purchased for each story. | |
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This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
| III. | Writing Content Summary
This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
| IV. | Grammar and Spelling Content Summary
Students may use reading Rods to manipulate letters, blends, words, and sentences! Hands on approach! | 2.00 |
| V. | Listening /Speaking / Observing Content Summary
Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each other read the text, and observe the illustrations/photographs in their books. | 2.00 |
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They use their texts. | 2.00 |
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cassettes.
I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
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Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
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| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
| XI. | Ancillary Materials Content Summary
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

A question posed to the readers in the story "Hide!" asks = "Why didn't the mouse hide with any of the other animals?" The question is a higher level question because the students can not look back in the story and find the answer. The answer to this question

In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

The story "Snails and Slugs" is designed/written specifically so students are able to compare and contrast information. An activity skill sheet is designed so that students may visually see the similarities and differences as they fill in the required information

Each teacher's resource packet comes with a phonemic Awareness skill Example: Story : "Snails and Slugs" the Phonemic Awareness skill is : Phoneme Isolation /s/, and the Phonological Awareness skill is Syllables, and phonics skill/s is s and sl blends.

High frequency words are located in the back of each student's story book. A focus on words activity is provided/suggested in each teacher's resource pamphlet. The Focus on words activity for "Snails and Slugs" is to write the words on cards, and place the

The teacher's resource pamphlet has a section Focus on Words and Vocabulary with suggested activities under each heading.

This supplemental series was designed/created to educate a student on how to become a good reader. For this to occur a student has to be able to comprehend. The teacher's pamphlet has a section titled Before Reading = this is to assist students in building

The teacher's pamphlets have a special section titled FLUENCY where specific activities that will assist in the student's ability to read text quickly, accurately, and with proper expression. It is suggested that the teacher always read the text to model fluency

A teacher's pamphlet is provided. Worksheets that work with the activities are part of the teacher's pamphlet.

There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

WRITING CONTENT

This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

See above comment. They begin the Diary on Monday and go in order to Friday!

Many of the writing activities have partial sentences and the students are to complete them.

One activity (Story: "The Night Dragon" =Cornflower level) has the student choose the correct words. (Nouns)

When writing a paper where students need to explain the steps the writing prompts cue the students. Example: What steps did you follow : First: Next: Next: Next: Last.

Writing prompts cue the students in this area as well.

In this series the teacher guides instruction with questions, and students are given opportunities to respond orally and by using writing as a means of communication.

Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

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THE CORNFLOWER LEVEL CONTAINS SUGGESTIONS FOR THE TEACHER TO USE WITH HIS/HER STUDENTS (SHARED WRITING & INDEPENDENT WRITING)

WRITING DIALOGUE, WRITING A STORY, WRITING A RECOUNT, WRITING LABELS AND CAPTIONS ARE JUST A FEW OF THE VARIED WRITING MODELS USED IN THIS PROGRAM.

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READING RODS ARE AN EXCELLENT HANDS ON ACTIVITY THAT HELPS STUDENTS TO LEARN HOW TO SPELL WORDS.

SEE ABOVE COMMENTS. STUDENTS USE READING RODS TO MAKE WORDS AND CONSTRUCT SENTENCES.

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THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

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YES, GUIDED READING IS A LARGE COMPONENT OF THIS SERIES.

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THE STORIES ARE AVAILABLE ON CASSETTE.

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EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

AN INTERE

YES.

FORMAT

UDIENCE: TEACHER MATERIALS: WINDOW: INCLUDE CONTENT ACCOMMODATIONS FOR STUDENTS DIVERSITY, MATURITY, ABILITIES..... YOU WILL FIND THE WAY THIS SERIES SPIRALS FOR CONTENT AND ABILITY.

THERE IS A SPECIAL SECTION IN THE TEACHER'S PAMPHLET ON VOCABULARY. IT EXPLAINS TO THE TEACHER HOW BEST TO PROVIDE INSTRUCTION ON THE VACABULARY FOR THAT PARTICULAR STORY. VOCABULARY IS LOCATED IN THE BACK OF THE STUDENT'S STORY BOOK.

YES, AND WITH THE STUDETNS WRITING THE MODELS GIVE STUDENTS A MUCH BETTER UNDERSTANDING OF WHAT IS EXPECTED. IT HELPS/MOTIVATES THEM TO GET GOING. MANY STRUGGLING READERS ARE OVERWHELMED WITH AN ASSIGNMENT, BUT WITH IT PARTIALLY STARTED THEY ARE LESS INTI

AFRICAN AMERICAN STUDENTS, ASIAN STUDENTS, AND CAUCASIAN STUDENTS ARE DEPICETED IN THE STORIES. MALE AND FEMALE PEOPLE ARE FOUND THROUGHOUT THE SERIES.

THE LAYOUT OF THE BOOKS ARE BEAUTIFUL!

THEY ARE THIN BUT CONTAIN A GLOSSY LAMINATE OVERLAY. THEY WILL MAINLY BE UED WITH SMALL GROUPS, AND THE TEACHER WILL BE CONDUCTING THE LESSON AS TO ASSURE THE STUDENTS WILL BE CAREFUL.

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Copyright - 2003

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Edition - N/A

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Readability Level	D-F
Course / Content	Reading
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EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

AN INTERE

YES.

FORMAT

UDIENCE: TEACHER MATERIALS: WINDOW: INCLUDE CONTENT ACCOMMODATIONS FOR STUDENTS DIVERSITY, MATURITY, ABILITIES..... YOU WILL FIND THE WAY THIS SERIES SPIRALS FOR CONTENT AND ABILITY.

THERE IS A SPECIAL SECTION IN THE TEACHER'S PAMPHLET ON VOCABULARY. IT EXPLAINS TO THE TEACHER HOW BEST TO PROVIDE INSTRUCTION ON THE VACABULARY FOR THAT PARTICULAR STORY. VOCABULARY IS LOCATED IN THE BACK OF THE STUDENT'S STORY BOOK. YES, AND WITH THE STUDETNS WRITING THE MODELS GIVE STUDENTS A MUCH BETTER UNDERSTANDING OF WHAT IS EXPECTED. IT HELPS/MOTIVATES THEM TO GET GOING. MANY STRUGGLING READERS ARE OVERWHELMED WITH AN ASSIGNMENT, BUT WITH IT PARTIALLY STARTED THEY ARE LESS INTI

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THE LAYOUT OF THE BOOKS ARE BEAUTIFUL!

THEY ARE THIN BUT CONTAIN A GLOSSY LAMINATE OVERLAY. THEY WILL MAINLY BE UED WITH SMALL GROUPS, AND THE TEACHER WILL BE CONDUCTING THE LESSON AS TO ASSURE THE STUDENTS WILL BE CAREFUL.

YES, THEY ARE INCLUDED.

ANCILLARY MATERIALS

ALL ASPECTS OF THIS SERIES COORDINATE WELL TOGETHER.

READING RODS = HANDS ON ACTIVITIES. DRAWING ACTIVITIES. THEY ARE ABLE TO CUT OUT WORDS AND GLUE THEM ON TO THE PARTS OF A SHARK.

THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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SUNSPROUTS« LEMON LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2002

ISBN - 5500201001

Edition - N/A

Grade Level	P1 - Kindergarten	P2 - 1st Grade
Readability Level	A-B	
Course / Content	Reading	
List Price:	79.95	
Wholesale Price	79.95000000000003	

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content	SunsproutsÕ was developed for guided reading and is carefully leveled for complexity of text. Twenty titles in each of the 12 levels appropriate for K through grade 4 introduce readers to a range of text types, literary styles, and genres as readers learn skills and strategies for reading and writing. SunsproutsÕ develops success from the start using supportive text patterns and illustrations. Building on familiar stories, topics, and reoccurring characters, students are engaged in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.		
Student Experiences	SunsproutsÕ offers students fiction and nonfiction texts with developmentally appropriate number of words, high frequency words, and matching illustrations. The books then scaffold skills appropriately by using predictable language structures while increasing complexity of text. Stronger vocabulary, multisyllable, words and a greater focus on punctuation help transition students during the primary levels. By grade 4, students will have practice with chapters, subheadings, and diagrams and an increasing use of literary language.		
Assessment	Each SunsproutsÕ title includes a record of oral reading and built-in ideas for informal assessment so the teacher can quickly and conveniently evaluate childrenÆs reading strategies. Skills and strategies focus on phonemic awareness, phonics, and vocabulary instruction. These activities provide opportunities for informal assessments and self-assessments.		
Organization	The easy-to-follow yet comprehensive SunsproutsÕ TeacherÆs Notes provide strategic, explicit instruction to help teachers meet studentsÆ needs at all levels. The notes for each book include a leveling chart with the text type and features, a summary of the story, and specific skills and strategies that are reinforced. Comprehensive guided reading lesson plans with before, during, and after suggestions help to ensure comprehension by activating prior knowledge, introducing the text, and finally revisiting the text. Comprehension, fluency, phonemic awareness, phonics, vocabulary, and writing are all addressed with activities and/or blackline masters. Hands-on-activities are also included for each title so students can manipulate letters and words relating to the story. Consistency and continuity throughout the TeacherÆs Notes at each grade level save teachers valuable time in planning and preparation.		
Resource Materials	Also Available: TeacherÆs Notes	StudentsÆ books	Big Books
	Audio Tapes	Hang-It up Storage Center	
Gratis Items to be provided and under what conditions	Purchase Any 5 Add On Sets, Receive 1 FREE - Gratis Items must be of equal or lower value		
Available Ancillary Materials	See list under resource materials		

Research Data and Evidence of Effectiveness

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Research Available Not Available
None

Overall Strength and/or Weaknesses

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Recommendations: This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series for TITLE 1. There are different levels of this program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL color levels, but the evaluation discusses stories and activities from various color levels.

Summary Form

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| I. | Technology Component Summary
Cassette tapes may be purchased for each story. | |
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This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
| III. | Writing Content Summary
This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
| IV. | Grammar and Spelling Content Summary
Students may use reading Rods to manipulate letters, blends, words, and sentences! Hands on approach! | 2.00 |
| V. | Listening /Speaking / Observing Content Summary
Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each other read the text, and observe the illustrations/photographs in their books. | 2.00 |
| VI. | Inquiry Content Summary
They use their texts. | 2.00 |
| VII. | Technology Content Summary
cassettes.
I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
| VIII. | Audience: Teacher Materials Content Summary
Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
|-----|---|------|
| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
| XI. | Ancillary Materials Content Summary
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

A question posed to the readers in the story "Hide!" asks = "Why didn't the mouse hide with any of the other animals?" The question is a higher level question because the students can not look back in the story and find the answer. The answer to this question

In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

The story "Snails and Slugs" is designed/written specifically so students are able to compare and contrast information. An activity skill sheet is designed so that students may visually see the similarities and differences as they fill in the required information

Each teacher's resource packet comes with a phonemic Awareness skill Example: Story : "Snails and Slugs" the Phonemic Awareness skill is : Phoneme Isolation /s/, and the Phonological Awareness skill is Syllables, and phonics skill/s is s and sl blends.

High frequency words are located in the back of each student's story book. A focus on words activity is provided/suggested in each teacher's resource pamphlet. The Focus on words activity for "Snails and Slugs" is to write the words on cards, and place the

The teacher's resource pamphlet has a section Focus on Words and Vocabulary with suggested activities under each heading.

This supplemental series was designed/created to educate a student on how to become a good reader. For this to occur a student has to be able to comprehend. The teacher's pamphlet has a section titled Before Reading = this is to assist students in building

The teacher's pamphlets have a special section titled FLUENCY where specific activities that will assist in the student's ability to read text quickly, accurately, and with proper expression. It is suggested that the teacher always read the text to model fluency

A teacher's pamphlet is provided. Worksheets that work with the activities are part of the teacher's pamphlet.

There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

WRITING CONTENT

This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

See above comment. They begin the Diary on Monday and go in order to Friday!

Many of the writing activities have partial sentences and the students are to complete them.

One activity (Story: "The Night Dragon" =Cornflower level) has the student choose the correct words. (Nouns)

When writing a paper where students need to explain the steps the writing prompts cue the students. Example: What steps did you follow : First: Next: Next: Next: Last.

Writing prompts cue the students in this area as well.

In this series the teacher guides instruction with questions, and students are given opportunities to respond orally and by using writing as a means of communication.

Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

GRAMMAR AND SPELLING

THE CORNFLOWER LEVEL CONTAINS SUGGESTIONS FOR THE TEACHER TO USE WITH HIS/HER STUDENTS (SHARED WRITING & INDEPENDENT WRITING)

WRITING DIALOGUE, WRITING A STORY, WRITING A RECOUNT, WRITING LABELS AND CAPTIONS ARE JUST A FEW OF THE VARIED WRITING MODELS USED IN THIS PROGRAM.

READING RODS.

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READING RODS ARE AN EXCELLENT HANDS ON ACTIVITY THAT HELPS STUDENTS TO LEARN HOW TO SPELL WORDS.

SEE ABOVE COMMENTS. STUDENTS USE READING RODS TO MAKE WORDS AND CONSTRUCT SENTENCES.

LISTENING / SPEAKING / OBSERVING

THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

INQUIRY

STUDENTS REFER BACK TO THEIR TEXT FOR INFORMATION NEEDED TO WRITE A PAPER, OR ANSWER SPECIFIC QUESTIONS.

THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

SEVERAL INSTRUCTIONAL STRATEGIES ARE INCORPORATED WITH THIS SERIES. TO FOSTER FLUENT READING IN STUDENTS THE TEACHER SHOULD ALWAYS READ THE STORY TO THE STUDENTS AS IS SUGGESTED. THIS IS SO THE STUDENTS HEAR THE STORY MODELED CORRECTLY. VARIOUS WRITING MODELS

THE ASSESSMENT IS RECORD OF ORAL READING.

YES, GUIDED READING IS A LARGE COMPONENT OF THIS SERIES.

SCIENCE IS A CONTENT AREA THAT IS SEEN THROUGHOUT THIS SERIES. THERE ARE BOOKS ABOUT LEAFY SEA DRAGONS, DOGS, MAKING A WORM FARM, THE FIVE SENSES, THE BAND, I CAN DRAW.....

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THE STORIES ARE AVAILABLE ON CASSETTE.

YES, AND THE TEACHER IS GIVEN EXPLICIT INSTRUCTION ON HOW TO BEST CONVEY THESE STRATEGIES.

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STUDENT PAGES ARE READY AND AVAILABLE. THE VOCABULARY SECTION HAS THE TEACHER WRITE THE VOCABULARY WORDS ON CARDS; IT WOULD BE EASIER IF THEY OFFERED THESE CARDS WITH THE SERIES = LAMINATED AND READY TO GO!

AUDIENCE: STUDENT MATERIALS

THIS IS A SET UP AS A GUIDED READING SERIES (IT DOES NOT HAVE TO BE USED THAT WAY) AND QUESTIONS ARE POSED TO THE STUDENTS BY THE TEACHER, AND THEY DO REFLECT DEPTHS OF KNOWLEDGE. THE ACTIVITIES ARE GREAT, AND YOU MAY FIND SPECIFIC DOCUMENTATION OF THEM I

FICTION, NON FICTION, EXPOSITORY/REPORT, PERSONAL DIARY.....

SCIENCE AND SOCIAL STUDIES CONNECTIONS ARE MADE. SEE ADIENCE-TEACHER MATERIALS FOR SPECIFIC TITLES RELATING TO THE OTHER CONTENT AREAS.

ABSOLUTELY, AT MINIMUM ARE TWO WRITING SUGGESTED ACTIVITIES FOR STUDENTS FOR EACH SELECTION. SHARED WRITING AND INDEPENDENT WRITING IS SUGGESTED.

ANIMALS ENCOMPASS A LARGE PART OF THESE STORIES. STUDENTS LOVE ANIMALS. THERE IS A WOLF AND A BEAR THAT ARE AT THE VARIOUS COLOR LEVELS. HAND PUPPETS MAY BE PURCHASED OF THESE CHARACTERS.

THE WRITING ACTIVITIES TIE IN TO THE THEME OF THE STORY.

YES, AN ACTIVITY TITLED ("FISH") FROM THE KIWI LEVEL HAS THE STUDENTS DRAW A PICTURE OF A SHARK, AND THEN COMPLETE THE SENTENCES AT THE BOTTOM OF THE PAGE. FOR

EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

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THIS ENTIRE SERIES COMES IN SPANISH.

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SUNSPROUTS« LILAC LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2003

ISBN - 5500203001

Edition - N/A

Grade Level P1 - Kindergarten P2 - 1st Grade

Readability Level C-D

Course / Content Reading

List Price: 79.95

Wholesale Price 79.95000000000003

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Audio Tapes Hang-It up Storage Center

Gratis Items to be provided and under what conditions Purchase Any 5, Receive 1 FREE - Gratis Items must be of equal or lower value

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Research Data and Evidence of Effectiveness

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Research Available Not Available
None

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Recommendations: This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series for TITLE 1. There are different levels of this program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL color levels, but the evaluation discusses stories and activities from various color levels.

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This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
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This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
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Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
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| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
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As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

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In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

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There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

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This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

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Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

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AUDIENCE: STUDENT MATERIALS

THIS IS A SET UP AS A GUIDED READING SERIES (IT DOES NOT HAVE TO BE USED THAT WAY) AND QUESTIONS ARE POSED TO THE STUDENTS BY THE TEACHER, AND THEY DO REFLECT DEPTHS OF KNOWLEDGE. THE ACTIVITIES ARE GREAT, AND YOU MAY FIND SPECIFIC DOCUMENTATION OF THEM I

FICTION, NON FICTION, EXPOSITORY/REPORT, PERSONAL DIARY.....

SCIENCE AND SOCIAL STUDIES CONNECTIONS ARE MADE. SEE ADIENCE-TEACHER MATERIALS FOR SPECIFIC TITLES RELATING TO THE OTHER CONTENT AREAS.

ABSOLUTELY, AT MINIMUM ARE TWO WRITING SUGGESTED ACTIVITIES FOR STUDENTS FOR EACH SELECTION. SHARED WRITING AND INDEPENDENT WRITING IS SUGGESTED.

ANIMALS ENCOMPASS A LARGE PART OF THESE STORIES. STUDENTS LOVE ANIMALS. THERE IS A WOLF AND A BEAR THAT ARE AT THE VARIOUS COLOR LEVELS. HAND PUPPETS MAY BE PURCHASED OF THESE CHARACTERS.

THE WRITING ACTIVITIES TIE IN TO THE THEME OF THE STORY.

YES, AN ACTIVITY TITLED ("FISH") FROM THE KIWI LEVEL HAS THE STUDENTS DRAW A PICTURE OF A SHARK, AND THEN COMPLETE THE SENTENCES AT THE BOTTOM OF THE PAGE. FOR

EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

AN INTERE

YES.

FORMAT

UDIENCE: TEACHER MATERIALS: WINDOW: INCLUDE CONTENT ACCOMMODATIONS FOR STUDENTS DIVERSITY, MATURITY, ABILITIES..... YOU WILL FIND THE WAY THIS SERIES SPIRALS FOR CONTENT AND ABILITY.

THERE IS A SPECIAL SECTION IN THE TEACHER'S PAMPHLET ON VOCABULARY. IT EXPLAINS TO THE TEACHER HOW BEST TO PROVIDE INSTRUCTION ON THE VACABULARY FOR THAT PARTICULAR STORY. VOCABULARY IS LOCATED IN THE BACK OF THE STUDENT'S STORY BOOK.

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THE LAYOUT OF THE BOOKS ARE BEAUTIFUL!

THEY ARE THIN BUT CONTAIN A GLOSSY LAMINATE OVERLAY. THEY WILL MAINLY BE UED WITH SMALL GROUPS, AND THE TEACHER WILL BE CONDUCTING THE LESSON AS TO ASSURE THE STUDENTS WILL BE CAREFUL.

YES, THEY ARE INCLUDED.

ANCILLARY MATERIALS

ALL ASPECTS OF THIS SERIES COORDINATE WELL TOGETHER.

READING RODS = HANDS ON ACTIVITIES. DRAWING ACTIVITIES. THEY ARE ABLE TO CUT OUT WORDS AND GLUE THEM ON TO THE PARTS OF A SHARK.

THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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SUNSPROUTS« LIME LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2003

ISBN - 5500210001

Edition - N/A

Grade Level P2 - 1st Grade P3 - 2nd Grade

Readability Level F-I

Course / Content Reading

List Price: 79.95

Wholesale Price 79.95000000000003

The features of each book or program were developed by the publisher and do not reflect the opinion of the Kentucky State Review Team Kentucky State Textbook Commission or the Kentucky Department of Education.

Content	SunsproutsÖ was developed for guided reading and is carefully leveled for complexity of text. Twenty titles in each of the 12 levels appropriate for K through grade 4 introduce readers to a range of text types, literary styles, and genres as readers learn skills and strategies for reading and writing. SunsproutsÖ develops success from the start using supportive text patterns and illustrations. Building on familiar stories, topics, and reoccurring characters, students are engaged in phonemic awareness, phonics, fluency, vocabulary, comprehension, and writing.		
Student Experiences	SunsproutsÖ offers students fiction and nonfiction texts with developmentally appropriate number of words, high frequency words, and matching illustrations. The books then scaffold skills appropriately by using predictable language structures while increasing complexity of text. Stronger vocabulary, multisyllable, words and a greater focus on punctuation help transition students during the primary levels. By grade 4, students will have practice with chapters, subheadings, and diagrams and an increasing use of literary language.		
Assessment	Each SunsproutsÖ title includes a record of oral reading and built-in ideas for informal assessment so the teacher can quickly and conveniently evaluate childrenÆs reading strategies. Skills and strategies focus on phonemic awareness, phonics, and vocabulary instruction. These activities provide opportunities for informal assessments and self-assessments.		
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Resource Materials	Also Available: TeacherÆs Notes Audio Tapes	StudentsÆ books Hang-It up Storage Center	Big Books
Gratis Items to be provided and under what conditions	Purchase Any 5, Receive 1 FREE - Gratis Items must be of equal or lower value		
Available Ancillary Materials	See list under resource materials		

Research Data and Evidence of Effectiveness

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Research Available Not Available
None

Overall Strength and/or Weaknesses

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Recommendations: This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series for TITLE 1. There are different levels of this program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL color levels, but the evaluation discusses stories and activities from various color levels.

Summary Form

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| I. | Technology Component Summary
Cassette tapes may be purchased for each story. | |
| II. | Reading Content Summary
This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
| III. | Writing Content Summary
This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
| IV. | Grammar and Spelling Content Summary
Students may use reading Rods to manipulate letters, blends, words, and sentences! Hands on approach! | 2.00 |
| V. | Listening /Speaking / Observing Content Summary
Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each other read the text, and observe the illustrations/photographs in their books. | 2.00 |
| VI. | Inquiry Content Summary
They use their texts. | 2.00 |
| VII. | Technology Content Summary
cassettes.
I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
| VIII. | Audience: Teacher Materials Content Summary
Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
|-----|---|------|
| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
| XI. | Ancillary Materials Content Summary
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

A question posed to the readers in the story "Hide!" asks = "Why didn't the mouse hide with any of the other animals?" The question is a higher level question because the students can not look back in the story and find the answer. The answer to this question

In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

The story "Snails and Slugs" is designed/written specifically so students are able to compare and contrast information. An activity skill sheet is designed so that students may visually see the similarities and differences as they fill in the required information

Each teacher's resource packet comes with a phonemic Awareness skill Example: Story : "Snails and Slugs" the Phonemic Awareness skill is : Phoneme Isolation /s/, and the Phonological Awareness skill is Syllables, and phonics skill/s is s and sl blends.

High frequency words are located in the back of each student's story book. A focus on words activity is provided/suggested in each teacher's resource pamphlet. The Focus on words activity for "Snails and Slugs" is to write the words on cards, and place the

The teacher's resource pamphlet has a section Focus on Words and Vocabulary with suggested activities under each heading.

This supplemental series was designed/created to educate a student on how to become a good reader. For this to occur a student has to be able to comprehend. The teacher's pamphlet has a section titled Before Reading = this is to assist students in building

The teacher's pamphlets have a special section titled FLUENCY where specific activities that will assist in the student's ability to read text quickly, accurately, and with proper expression. It is suggested that the teacher always read the text to model fluency

A teacher's pamphlet is provided. Worksheets that work with the activities are part of the teacher's pamphlet.

There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

WRITING CONTENT

This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

See above comment. They begin the Diary on Monday and go in order to Friday!

Many of the writing activities have partial sentences and the students are to complete them.

One activity (Story: "The Night Dragon" =Cornflower level) has the student choose the correct words. (Nouns)

When writing a paper where students need to explain the steps the writing prompts cue the students. Example: What steps did you follow : First: Next: Next: Next: Last.

Writing prompts cue the students in this area as well.

In this series the teacher guides instruction with questions, and students are given opportunities to respond orally and by using writing as a means of communication.

Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

GRAMMAR AND SPELLING

THE CORNFLOWER LEVEL CONTAINS SUGGESTIONS FOR THE TEACHER TO USE WITH HIS/HER STUDENTS (SHARED WRITING & INDEPENDENT WRITING)

WRITING DIALOGUE, WRITING A STORY, WRITING A RECOUNT, WRITING LABELS AND CAPTIONS ARE JUST A FEW OF THE VARIED WRITING MODELS USED IN THIS PROGRAM.

READING RODS.

THIS SERIES RELIES HEAVILY ON ASSISTANCE FROM THE TEACHER WHICH IS WHAT IS NECESSARY FOR STUDENTS STRUGGLING WITH READING AND ITS COMPONENTS: PHONICS, PHONEMIC AWARENESS, FLUENCY, VOCABULARY, AND COMPREHENSION.

READING RODS ARE AN EXCELLENT HANDS ON ACTIVITY THAT HELPS STUDENTS TO LEARN HOW TO SPELL WORDS.

SEE ABOVE COMMENTS. STUDENTS USE READING RODS TO MAKE WORDS AND CONSTRUCT SENTENCES.

LISTENING / SPEAKING / OBSERVING

THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

INQUIRY

STUDENTS REFER BACK TO THEIR TEXT FOR INFORMATION NEEDED TO WRITE A PAPER, OR ANSWER SPECIFIC QUESTIONS.

THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

SEVERAL INSTRUCTIONAL STRATEGIES ARE INCORPORATED WITH THIS SERIES. TO FOSTER FLUENT READING IN STUDENTS THE TEACHER SHOULD ALWAYS READ THE STORY TO THE STUDENTS AS IS SUGGESTED. THIS IS SO THE STUDENTS HEAR THE STORY MODELED CORRECTLY. VARIOUS WRITING MODELS

THE ASSESSMENT IS RECORD OF ORAL READING.

YES, GUIDED READING IS A LARGE COMPONENT OF THIS SERIES.

SCIENCE IS A CONTENT AREA THAT IS SEEN THROUGHOUT THIS SERIES. THERE ARE BOOKS ABOUT LEAFY SEA DRAGONS, DOGS, MAKING A WORM FARM, THE FIVE SENSES, THE BAND, I CAN DRAW.....

READING RODS ARE A WONDERFUL HANDS ON WAY OF LEARNING.

THE STORY BOOKS ARE LABELED BY COLORS. FOR EXAMPLE: LEMON, PEACH, AND LILAC ARE KINDERGARTEN LEVEL WITH LEMON BEING THE LOWEST LEVEL. FIRST GRADE CONSISTS OF BERRY, KIWI, MINT, AND LIME. BERRY IS THE LOWEST FIRST GRADE SERIES AND LIME IS THE HIGHEST OF THE

QUESTIONS ARE A HUGE COMPONENT OF THIS SERIES. THE TEACHER'S PAMPHLET HAS A PAGE WITH FOUR TITLES DEALING WITH READING/QUESTIONS. THEY INCLUDE: BEFORE READING, DURING READING, AFTER READING, AND ASSESS UNDERSTANDING.

THE STORIES ARE AVAILABLE ON CASSETTE.

YES, AND THE TEACHER IS GIVEN EXPLICIT INSTRUCTION ON HOW TO BEST CONVEY THESE STRATEGIES.

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EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

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SUNSPROUTS« MINT LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2003

ISBN - 5500208001

Edition - N/A

Grade Level P2 - 1st Grade P3 - 2nd Grade

Readability Level E-I

Course / Content Reading

List Price: 79.95

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Audio Tapes Hang-It up Storage Center

Gratis Items to be provided and under what conditions Purchase Any 5, Receive 1 FREE - Gratis Items must be of equal or lower value

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Research Available Not Available
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This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
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I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
| VIII. | Audience: Teacher Materials Content Summary
Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
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| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
| XI. | Ancillary Materials Content Summary
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

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There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

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This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

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Writing prompts cue the students in this area as well.

In this series the teacher guides instruction with questions, and students are given opportunities to respond orally and by using writing as a means of communication.

Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

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THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

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THE ASSESSMENT IS RECORD OF ORAL READING.

YES, GUIDED READING IS A LARGE COMPONENT OF THIS SERIES.

SCIENCE IS A CONTENT AREA THAT IS SEEN THROUGHOUT THIS SERIES. THERE ARE BOOKS ABOUT LEAFY SEA DRAGONS, DOGS, MAKING A WORM FARM, THE FIVE SENSES, THE BAND, I CAN DRAW.....

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THE STORIES ARE AVAILABLE ON CASSETTE.

YES, AND THE TEACHER IS GIVEN EXPLICIT INSTRUCTION ON HOW TO BEST CONVEY THESE STRATEGIES.

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THIS IS A SET UP AS A GUIDED READING SERIES (IT DOES NOT HAVE TO BE USED THAT WAY) AND QUESTIONS ARE POSED TO THE STUDENTS BY THE TEACHER, AND THEY DO REFLECT DEPTHS OF KNOWLEDGE. THE ACTIVITIES ARE GREAT, AND YOU MAY FIND SPECIFIC DOCUMENTATION OF THEM I

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YES, AN ACTIVITY TITLED ("FISH") FROM THE KIWI LEVEL HAS THE STUDENTS DRAW A PICTURE OF A SHARK, AND THEN COMPLETE THE SENTENCES AT THE BOTTOM OF THE PAGE. FOR

EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

AN INTERE

YES.

FORMAT

UDIENCE: TEACHER MATERIALS: WINDOW: INCLUDE CONTENT ACCOMMODATIONS FOR STUDENTS DIVERSITY, MATURITY, ABILITIES..... YOU WILL FIND THE WAY THIS SERIES SPIRALS FOR CONTENT AND ABILITY.

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YES, THEY ARE INCLUDED.

ANCILLARY MATERIALS

ALL ASPECTS OF THIS SERIES COORDINATE WELL TOGETHER.

READING RODS = HANDS ON ACTIVITIES. DRAWING ACTIVITIES. THEY ARE ABLE TO CUT OUT WORDS AND GLUE THEM ON TO THE PARTS OF A SHARK.

THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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SUNSPROUTS« PEACH LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2002

ISBN - 5500202001

Edition - N/A

Grade Level P1 - Kindergarten P2 - 1st Grade

Readability Level C-D

Course / Content Reading

List Price: 79.95

Wholesale Price 79.95000000000003

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Student Experiences SunsproutsÖ offers students fiction and nonfiction texts with developmentally appropriate number of words, high frequency words, and matching illustrations. The books then scaffold skills appropriately by using predictable language structures while increasing complexity of text. Stronger vocabulary, multisyllable, words and a greater focus on punctuation help transition students during the primary levels. By grade 4, students will have practice with chapters, subheadings, and diagrams and an increasing use of literary language.

Assessment Each SunsproutsÖ title includes a record of oral reading and built-in ideas for informal assessment so the teacher can quickly and conveniently evaluate childrenÆs reading strategies. Skills and strategies focus on phonemic awareness, phonics, and vocabulary instruction. These activities provide opportunities for informal assessments and self-assessments.

Organization The easy-to-follow yet comprehensive SunsproutsÖ TeacherÆs Notes provide strategic, explicit instruction to help teachers meet studentsÆ needs at all levels. The notes for each book include a leveling chart with the text type and features, a summary of the story, and specific skills and strategies that are reinforced. Comprehensive guided reading lesson plans with before, during, and after suggestions help to ensure comprehension by activating prior knowledge, introducing the text, and finally revisiting the text. Comprehension, fluency, phonemic awareness, phonics, vocabulary, and writing are all addressed with activities and/or blackline masters. Hands-on-activities are also included for each title so students can manipulate letters and words relating to the story. Consistency and continuity throughout the TeacherÆs Notes at each grade level save teachers valuable time in planning and preparation.

Resource Materials Also Available: TeacherÆs Notes StudentsÆ books Big Books
Audio Tapes Hang-It up Storage Center

Gratis Items to be provided and under what conditions Purchase Any 5 Add On Sets, Receive 1 FREE -
Gratis Items must be of equal or lower value

Available Ancillary Materials See list under resource materials

Research Data and Evidence of Effectiveness

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Research Available Not Available
None

Overall Strength and/or Weaknesses

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Recommendations: This is a well thought out supplemental program. It really stresses fluency, phonics, comprehension, vocabulary, and phonemic awareness. As educators, we understand that these components are vital in students learning to read, and/or students becoming better readers. This series is on target as far as targeting a small group of students and increasing their ability to comprehend and become better readers. What a great series for TITLE 1. There are different levels of this program as you will see explained in the Audience: Teacher Materials. Each color level was evaluated, but this evaluation encompasses ALL color levels, but the evaluation discusses stories and activities from various color levels.

Summary Form

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| I. | Technology Component Summary
Cassette tapes may be purchased for each story. | |
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This is a strong area for the series. The teacher is direct a small group with the stories and activities that go along with them. I can see where reading levels would improve with this guided approach with students, and the focus on questions and correct | 2 |
| III. | Writing Content Summary
This is another strong aspect of this series. At least two writing activities are suggested for each story. | 2.00 |
| IV. | Grammar and Spelling Content Summary
Students may use reading Rods to manipulate letters, blends, words, and sentences! Hands on approach! | 2.00 |
| V. | Listening /Speaking / Observing Content Summary
Students and the teacher are constantly listening, speaking , and observing. The students listen to the teacher read the text, listen to each other read the text, and observe the illustrations/photographs in their books. | 2.00 |
| VI. | Inquiry Content Summary
They use their texts. | 2.00 |
| VII. | Technology Content Summary
cassettes.
I would like to have seen a CD-ROM created to go with this series. I think it would have been the icing on the cake for this series! | |
| VIII. | Audience: Teacher Materials Content Summary
Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
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| X. | Format Content Summary
The format is strong, and very detailed to help struggling readers. | 2.00 |
| XI. | Ancillary Materials Content Summary
As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

READING CONTENT

The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

A question posed to the readers in the story "Hide!" asks = "Why didn't the mouse hide with any of the other animals?" The question is a higher level question because the students can not look back in the story and find the answer. The answer to this question

In the story "Look, Bear" the wolf plays a trick on the bear. Students are asked "Did anyone ever play a trick on you?" "What did they do?" "How did it make you feel?" "Did you ever play a trick on someone?" "What did you do?" (RD-EP-4.1) (text to self)

The story "Snails and Slugs" is designed/written specifically so students are able to compare and contrast information. An activity skill sheet is designed so that students may visually see the similarities and differences as they fill in the required information

Each teacher's resource packet comes with a phonemic Awareness skill Example: Story : "Snails and Slugs" the Phonemic Awareness skill is : Phoneme Isolation /s/, and the Phonological Awareness skill is Syllables, and phonics skill/s is s and sl blends.

High frequency words are located in the back of each student's story book. A focus on words activity is provided/suggested in each teacher's resource pamphlet. The Focus on words activity for "Snails and Slugs" is to write the words on cards, and place the

The teacher's resource pamphlet has a section Focus on Words and Vocabulary with suggested activities under each heading.

This supplemental series was designed/created to educate a student on how to become a good reader. For this to occur a student has to be able to comprehend. The teacher's pamphlet has a section titled Before Reading = this is to assist students in building

The teacher's pamphlets have a special section titled FLUENCY where specific activities that will assist in the student's ability to read text quickly, accurately, and with proper expression. It is suggested that the teacher always read the text to model fluency

A teacher's pamphlet is provided. Worksheets that work with the activities are part of the teacher's pamphlet.

There is a Record of Oral Reading and fluency. Suggestions for Informal Observations also are contained in the teacher resource pamphlet.

YES!

FICTION, NONFICTION, RHYMING.

WRITING CONTENT

This supplemental series exposes and gives many opportunities for students to write for a variety of purposes. They write a party invitation, they pretend that they are a character in one of the stories and write to an Ogre in that story to tell him why he

Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

See above comment. They begin the Diary on Monday and go in order to Friday!

Many of the writing activities have partial sentences and the students are to complete them.

One activity (Story: "The Night Dragon" =Cornflower level) has the student choose the correct words. (Nouns)

When writing a paper where students need to explain the steps the writing prompts cue the students. Example: What steps did you follow : First: Next: Next: Next: Last.

Writing prompts cue the students in this area as well.

In this series the teacher guides instruction with questions, and students are given opportunities to respond orally and by using writing as a means of communication.

Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

GRAMMAR AND SPELLING

THE CORNFLOWER LEVEL CONTAINS SUGGESTIONS FOR THE TEACHER TO USE WITH HIS/HER STUDENTS (SHARED WRITING & INDEPENDENT WRITING)

WRITING DIALOGUE, WRITING A STORY, WRITING A RECOUNT, WRITING LABELS AND CAPTIONS ARE JUST A FEW OF THE VARIED WRITING MODELS USED IN THIS PROGRAM.

READING RODS.

THIS SERIES RELIES HEAVILY ON ASSISTANCE FROM THE TEACHER WHICH IS WHAT IS NECESSARY FOR STUDENTS STRUGGLING WITH READING AND ITS COMPONENTS: PHONICS, PHONEMIC AWARENESS, FLUENCY, VOCABULARY, AND COMPREHENSION.

READING RODS ARE AN EXCELLENT HANDS ON ACTIVITY THAT HELPS STUDENTS TO LEARN HOW TO SPELL WORDS.

SEE ABOVE COMMENTS. STUDENTS USE READING RODS TO MAKE WORDS AND CONSTRUCT SENTENCES.

LISTENING / SPEAKING / OBSERVING

THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

INQUIRY

STUDENTS REFER BACK TO THEIR TEXT FOR INFORMATION NEEDED TO WRITE A PAPER, OR ANSWER SPECIFIC QUESTIONS.

THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

SEVERAL INSTRUCTIONAL STRATEGIES ARE INCORPORATED WITH THIS SERIES. TO FOSTER FLUENT READING IN STUDENTS THE TEACHER SHOULD ALWAYS READ THE STORY TO THE STUDENTS AS IS SUGGESTED. THIS IS SO THE STUDENTS HEAR THE STORY MODELED CORRECTLY. VARIOUS WRITING MODELS

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EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

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SUNSPROUTS« PLUM LEVEL ADD-ON SET, SET OF 20 BOOKS AND TEACHER'S NOTES

ETA/Cuisenaire

Copyright - 2004

ISBN - 5500224001

Edition - N/A

Grade Level	P4 - 3rd Grade
Readability Level	L-N
Course / Content	Reading
List Price:	84.95
Wholesale Price	84.95000000000003

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Research Available Not Available
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Teacher materials are provided with many suggestions related to the stories.
Teachers have very little time. I feel that the vocabulary words should have been on laminated cards. Almost every teacher pamphlet asks the teacher to write the words on cards. | 1.91 |
| IX. | Audience : Student Materials Content Summary | 2.00 |

Student skills sheets are provided.

- | | | |
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The format is strong, and very detailed to help struggling readers. | 2.00 |
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As mentioned earlier I would like to have seen more use of technology. Yes, even for a supplemental program! | 2.00 |

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The story "Crabs On A Rock" concentrates on Phonemic Awareness = Phoneme Isolation Final /b/. Phonics Skill = Short o Word Family -ock.

A chart is in the back of the student's book. The chart lists the High-Frequency words for this story. In the story "No One Likes Me" (BERRY LEVEL) worksheet 1: titled Food Chain has a circle drawn with various animals from the story with a square box beside

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FICTION, NONFICTION, RHYMING.

WRITING CONTENT

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Students are asked to pretend that they are an animal (Story: Diary of a Dog" Cornflower level) and write a diary about their days. (Related connections)

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Yes, Please see above comments for specific examples of the activities that give students many opportunities for practice.

The development for oral and written language was evident. The media technology would be the use of cassettes for each story.

GRAMMAR AND SPELLING

THE CORNFLOWER LEVEL CONTAINS SUGGESTIONS FOR THE TEACHER TO USE WITH HIS/HER STUDENTS (SHARED WRITING & INDEPENDENT WRITING)

WRITING DIALOGUE, WRITING A STORY, WRITING A RECOUNT, WRITING LABELS AND CAPTIONS ARE JUST A FEW OF THE VARIED WRITING MODELS USED IN THIS PROGRAM.

READING RODS.

THIS SERIES RELIES HEAVILY ON ASSISTANCE FROM THE TEACHER WHICH IS WHAT IS NECESSARY FOR STUDENTS STRUGGLING WITH READING AND ITS COMPONENTS: PHONICS, PHONEMIC AWARENESS, FLUENCY, VOCABULARY, AND COMPREHENSION.

READING RODS ARE AN EXCELLENT HANDS ON ACTIVITY THAT HELPS STUDENTS TO LEARN HOW TO SPELL WORDS.

SEE ABOVE COMMENTS. STUDENTS USE READING RODS TO MAKE WORDS AND CONSTRUCT SENTENCES.

LISTENING / SPEAKING / OBSERVING

THE STUDENTS ARE CONSTANTLY INVOLVED IN LISTENING, SPEAKING, AND OBSERVING SKILLS.

INQUIRY

STUDENTS REFER BACK TO THEIR TEXT FOR INFORMATION NEEDED TO WRITE A PAPER, OR ANSWER SPECIFIC QUESTIONS.

THE AUTHOR AND ILLUSTRATOR OF THE STORIES THAT THE STUDENTS READ ARE DISCUSSED FOR EACH LESSON.

AUDIENCE: TEACHER MATERIALS

SEVERAL INSTRUCTIONAL STRATEGIES ARE INCORPORATED WITH THIS SERIES. TO FOSTER FLUENT READING IN STUDENTS THE TEACHER SHOULD ALWAYS READ THE STORY TO THE STUDENTS AS IS SUGGESTED. THIS IS SO THE STUDENTS HEAR THE STORY MODELED CORRECTLY. VARIOUS WRITING MODELS

THE ASSESSMENT IS RECORD OF ORAL READING.

YES, GUIDED READING IS A LARGE COMPONENT OF THIS SERIES.

SCIENCE IS A CONTENT AREA THAT IS SEEN THROUGHOUT THIS SERIES. THERE ARE BOOKS ABOUT LEAFY SEA DRAGONS, DOGS, MAKING A WORM FARM, THE FIVE SENSES, THE BAND, I CAN DRAW.....

READING RODS ARE A WONDERFUL HANDS ON WAY OF LEARNING.

THE STORY BOOKS ARE LABELED BY COLORS. FOR EXAMPLE: LEMON, PEACH, AND LILAC ARE KINDERGARTEN LEVEL WITH LEMON BEING THE LOWEST LEVEL. FIRST GRADE CONSISTS OF BERRY, KIWI, MINT, AND LIME. BERRY IS THE LOWEST FIRST GRADE SERIES AND LIME IS THE HIGHEST OF THE

QUESTIONS ARE A HUGE COMPONENT OF THIS SERIES. THE TEACHER'S PAMPHLET HAS A PAGE WITH FOUR TITLES DEALING WITH READING/QUESTIONS. THEY INCLUDE: BEFORE READING, DURING READING, AFTER READING, AND ASSESS UNDERSTANDING.

THE STORIES ARE AVAILABLE ON CASSETTE.

YES, AND THE TEACHER IS GIVEN EXPLICIT INSTRUCTION ON HOW TO BEST CONVEY THESE STRATEGIES.

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STUDENT PAGES ARE READY AND AVAILABLE. THE VOCABULARY SECTION HAS THE TEACHER WRITE THE VOCABULARY WORDS ON CARDS; IT WOULD BE EASIER IF THEY OFFERED THESE CARDS WITH THE SERIES = LAMINATED AND READY TO GO!

AUDIENCE: STUDENT MATERIALS

THIS IS A SET UP AS A GUIDED READING SERIES (IT DOES NOT HAVE TO BE USED THAT WAY) AND QUESTIONS ARE POSED TO THE STUDENTS BY THE TEACHER, AND THEY DO REFLECT DEPTHS OF KNOWLEDGE. THE ACTIVITIES ARE GREAT, AND YOU MAY FIND SPECIFIC DOCUMENTATION OF THEM I

FICTION, NON FICTION, EXPOSITORY/REPORT, PERSONAL DIARY.....

SCIENCE AND SOCIAL STUDIES CONNECTIONS ARE MADE. SEE ADIENCE-TEACHER MATERIALS FOR SPECIFIC TITLES RELATING TO THE OTHER CONTENT AREAS.

ABSOLUTELY, AT MINIMUM ARE TWO WRITING SUGGESTED ACTIVITIES FOR STUDENTS FOR EACH SELECTION. SHARED WRITING AND INDEPENDENT WRITING IS SUGGESTED.

ANIMALS ENCOMPASS A LARGE PART OF THESE STORIES. STUDENTS LOVE ANIMALS. THERE IS A WOLF AND A BEAR THAT ARE AT THE VARIOUS COLOR LEVELS. HAND PUPPETS MAY BE PURCHASED OF THESE CHARACTERS.

THE WRITING ACTIVITIES TIE IN TO THE THEME OF THE STORY.

YES, AN ACTIVITY TITLED ("FISH") FROM THE KIWI LEVEL HAS THE STUDENTS DRAW A PICTURE OF A SHARK, AND THEN COMPLETE THE SENTENCES AT THE BOTTOM OF THE PAGE. FOR

EXAMPLE: SHARKS HAVE_____. SHARKS HAVE_____.

AN INTERE

YES.

FORMAT

UDIENCE: TEACHER MATERIALS: WINDOW: INCLUDE CONTENT ACCOMMODATIONS FOR STUDENTS DIVERSITY, MATURITY, ABILITIES..... YOU WILL FIND THE WAY THIS SERIES SPIRALS FOR CONTENT AND ABILITY.

THERE IS A SPECIAL SECTION IN THE TEACHER'S PAMPHLET ON VOCABULARY. IT EXPLAINS TO THE TEACHER HOW BEST TO PROVIDE INSTRUCTION ON THE VACABULARY FOR THAT PARTICULAR STORY. VOCABULARY IS LOCATED IN THE BACK OF THE STUDENT'S STORY BOOK.

YES, AND WITH THE STUDETNS WRITING THE MODELS GIVE STUDENTS A MUCH BETTER UNDERSTANDING OF WHAT IS EXPECTED. IT HELPS/MOTIVATES THEM TO GET GOING. MANY STRUGGLING READERS ARE OVERWHELMED WITH AN ASSIGNMENT, BUT WITH IT PARTIALLY STARTED THEY ARE LESS INTI

AFRICAN AMERICAN STUDENTS, ASIAN STUDENTS, AND CAUCASIAN STUDENTS ARE DEPICETED IN THE STORIES. MALE AND FEMALE PEOPLE ARE FOUND THROUGHOUT THE SERIES.

THE LAYOUT OF THE BOOKS ARE BEAUTIFUL!

THEY ARE THIN BUT CONTAIN A GLOSSY LAMINATE OVERLAY. THEY WILL MAINLY BE UED WITH SMALL GROUPS, AND THE TEACHER WILL BE CONDUCTING THE LESSON AS TO ASSURE THE STUDENTS WILL BE CAREFUL.

YES, THEY ARE INCLUDED.

ANCILLARY MATERIALS

ALL ASPECTS OF THIS SERIES COORDINATE WELL TOGETHER.

READING RODS = HANDS ON ACTIVITIES. DRAWING ACTIVITIES. THEY ARE ABLE TO CUT OUT WORDS AND GLUE THEM ON TO THE PARTS OF A SHARK.

THIS ENTIRE SERIES COMES IN SPANISH.

AMPLE OBJECTIVES, SUGGESTIONS, AND SKILLS SHEETS ARE INCLUDED.

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